

Minutes
July 15-16, 2003
Phoenix Room, Phoenix Inn & Suites
Olympia, Washington

July 15, 2003

Members Present: Carolyn Bradley, Chair
Rebecca Bowers
Carol Coar
Sheila Fox
Kathryn Nelson
Martha Rice
Karen Simpson
Yvonne Ullas

Terry Bergeson
Beverly Cheney
Ken Evans
Tim Knue
Gloria Mitchell
Helen Nelson-Throssell
Ron Scutt
Dennis Sterner

Staff Present: Jennifer Wallace
David Anderson

Pamela Abbott

APPROVAL OF MINUTES

The minutes of the PESB 2003 May meeting were approved with changes.

OVERVIEW OF PROCESS FOR ADOPTION PRAXIS PASSING SCORES

David Anderson discussed a proposed process for adopting cut scores for the Praxis tests. Nineteen tests were validated for content in March, May and June. During the validation studies, panel members arrived at recommended cut scores while considering the endorsement competencies and the appropriateness of the tests for beginning teachers in Washington State.

Dr. Stephen Klein, Rand Corporation and Technical Advisory Committee member, explained the set of procedures used to recommend a cut score are neither capricious nor biased.

Dr. Klein explained there are two kinds of errors the Board can make in selecting a cut score:

1. Passing those who should fail; and
2. Failing those who should pass.

The most costly error in a licensing situation is passing someone who should fail.

Dr. Klein cautioned the Board that raising standards would be much more difficult than lowering them. He also feels the Board should consider all information including NCATE's recent decision to set passing scores on Praxis II tests for accreditation purposes. The Board will be able to consider this data when a decision to revise the Praxis II cut scores comes up in the future.

RESULTS FROM PRAXIS II/WEST-E STANDARD SETTING AND VALIDATION

David reviewed the information provided for each of the 19 tests slated for validation and provided a handout with the recommended cut score from the validation panels and the scores that have been adopted by other states.

During the validation studies, panelists were provided with a copy of the endorsement competencies and test objectives but were not provided the alignment study that Educational Testing Service performed.

MOTION: *To postpone the setting of the standards until the afternoon. Motion carries.*

MOTION: *To begin addressing the recommended standard of our panels, come up with a tentative score the Board might accept or reject and take action after public comment. Motion carries.*

The Board reviewed the recommendations of the panels for each test.

PUBLIC COMMENT

Ted Andrews

Mr. Andrews spoke to the Board about Educational Testing Service, the National Council for Accreditation of Teacher Education, and No Child Left Behind.

Vickie Chamberlain, Executive Director, Oregon Teacher Standards and Practices Commission

Ms. Chamberlain updated the Board on what Oregon is doing regarding teacher testing. Oregon is very interested in the alignment between Oregon and Washington because of the number of teachers who cross over. Ms. Chamberlain would like to see Oregon and Washington team up instead of trying to reinvent the wheel.

Policy Issues:

1. These tests are going to be our rigorous tests for determining high quality state teachers.
2. Will Washington's scores be accepted or will Oregon require teacher candidates to retake the test?
3. Are these tests are barriers to get the underrepresented populations into the profession?
4. Will there be alternative assessments for those who take the tests over and over again?

SETTING PASSING SCORES FOR WASHINGTON STATE

Cut Score Adoption Chart

Test#	Test Name	Panel Recommended Passing Score	Pass Rate %	PESB Decision	Board Proposed Passing Score	Prop. Pass Rate %	PESB Decision
0014	Elementary Ed	141	88.00%	Accept			
0021	Early Childhood Ed	170		Accept			
0041	English Language Arts	158	85.00%	Accept			
0049	Mid. School English	158	77.30%	Accept			
0061	Math	134	64.00%	Accept			
0081	Social Studies	157	71.00%	Accept			
0081	History	157	71.80%	Accept			
0089	Mid. Social Studies	157	67.00%	Accept			
0113	Music	150	82.60%	Accept			
0300	Reading Specialist	540	61.60%	Accept			
0310	Library Media	600	89.20%	Accept			
0360	ESL	580	83.90%	Accept			
0690	Early Childhood Special Ed	550	88.70%	Accept			
0856	Health/Fitness	149	84.00%	Accept			
0050	Technology Ed	580	91.70%	Not Accepted	1 SEM = 590	88.00%	Accept
0100	Business Ed	540	94.40%	Not Accepted	1 SEM = 560	89.30%	Accept
0133	Art	150	91.70%	Not Accepted	1 SEM = 155	86.80%	Accept
0235	Biology	160	48.20%	Not Accepted	2 SEM = 152	65.70%	Accept
0435	Science	164	57.90%	Not Accepted	2 SEM = 153	76.80%	Accept
0353	Special Ed	152	95.50%	Not Accepted	1 SEM = 159	89%	Not Accepted

MOTION: To accept the passing scores as noted in the chart above with “Accept” next to the panel recommended passing score or the Board proposed passing score. Motion carries.

MOTION: To postpone making a decision on test 0353 Special Education until the September PESB meeting. Motion carries with one member opposed.

July 16, 2003

Members Present:

Carolyn Bradley, Chair
Rebecca Bowers
Carol Coar
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Ron Scutt
Dennis Sterner

Terry Bergeson
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Staff Present:

Jennifer Wallace
David Anderson

Pamela Abbott

WASHINGTON EDUCATOR SKILLS TEST – BASIC (WEST-B) UPDATE

Saturday July 19, 2003, will mark the end of the first year of WEST-B testing. There are approximately 1400 people registered to take the test bringing the total for the year up to just over 6500.

- 24 people will be taking the test at the Port Angeles site.
- About 78-79% of examinees taking all three subtests are passing.
- Average time of the May administration was three hours and fifty-eight minutes.
- 351 examinees were still at the test site at the end of four and one half hours.

Registration will begin in August for the 2003-2004 test year. Vouchers for free tests during the 2003-2004 testing year have been delivered to the schools for distribution to students who cannot afford to take the test.

The Technical Advisory Committee will be meeting to discuss the data from the past year and make recommendations that might be appropriate. There are several policies that need to be reevaluated based on the data from the first year.

1. Identification of comparable tests
2. Reevaluate the passing scores
3. Reevaluate the test sites for examinees

Test takers do have a comment section they can complete on the test; however David has not received many comments. Many test-takers discuss their experience with their programs. A separate survey has not been performed to ascertain how the test takers take the test.

WEST-E/PRAXIS SERIES TESTS

Registration bulletins have gone out to the programs for state use of the Praxis series tests. There are still tests that need to be validated and have passing scores set. Many of these tests are areas where there are very few teachers.

Tests validated in August will be scheduled to have cut scores adopted during the September meeting. The tests validated in September will be scheduled for cut score adoption in November.

We have worked carefully with the coordinators at OSPI as well as the professional organizations to identify potential validation panel participants. Those who have participated in validation studies have been asked to inform their colleagues about the opportunity.

At this time, there are no Praxis tests available for the dance and bilingual endorsements.

Dance

In a typical year, four people seek an endorsement in dance. Anne Renee Joseph and David Anderson participated in a video conference with dance teachers in Vancouver to discuss options for a dance endorsement test. It was recommended that the Board pursue developing a portfolio evaluation for the dance endorsement. This will not be an easy task, however with the endorsement competencies in place there is a framework to work with.

MOTION: *To pursue measuring subject knowledge for Dance by means of a standardized evaluation of portfolio evidence based on the endorsement competencies. Motion carried.*

Before the Board adopts this method of evaluation, the Technical Advisory Committee will be asked to weigh in on the validity, technical issues and the legal defensibility of using the portfolio as an assessment tool.

Bilingual

Bilingual endorsement competencies require teachers to be proficient in another language and in teaching another language.

MOTION: *To validate the Praxis English as a Second Language test as a certification requirement for the bilingual endorsement. Motion carries*

MOTION: *To postpone consideration of the bilingual language requirement pending a review by the validation committee and report back from David Anderson at the September meeting. Motion carried.*

UPDATE FROM THE CENTER FOR THE STUDY OF TEACHING AND POLICY

Dr. Marge Plecki provided the Board with an update on the research she is conducting into Washington State teacher characteristics and retention.

Dr. Plecki provided a PowerPoint presentation for the Board. A copy of this presentation may be obtained from Dr. Plecki at the University of Washington.

Dr. Plecki invited the Board members to send her questions the Board would like to see answered on the fast response survey which will survey teacher attitudes toward recent teacher quality policy initiatives.

PESB FALL POLICY FORUM

The National Commission on Teaching and America's Future will co-sponsor the policy forum with the Board on October 1, 2003.

At the June executive committee meeting, key goals from the annual report were identified and a draft agenda and invitation were created for the policy forum. The Board will serve as conveners and the event will be invitational. The goals of the policy forum will be to:

- Highlight the work of the Board;
- Focus on hot topics;
- Create a workplan;
- Identify ways to move forward; and
- Create new relationships and engage policy makers to identify ways to work together.

After the policy forum, the Board will look to develop an action plan as a result of the communication with the participants.

UPDATE: USE OF WEST-E SUBCOMMITTEE

The challenge of this committee is to look at a state-wide system to make sure there are high-quality requirements for endorsements so Washington can have a highly qualified teaching force, and to make it flexible enough that it meets the needs of school districts whether they are large or small.

A flow chart was provided to members outlining the options the committee is proposing. This process would be used by teachers who are already certificated, whether they hold a Washington State certificate and wish to obtain additional endorsements, or hold an out-of-state certificate.

At the last subcommittee meeting a plan of action was discussed. A panel of experts will be convened to make judgments about the endorsements and classify similar endorsements. The expert panel will be comprised of teachers with a broad perspective of pedagogy skills, higher education representatives, National Board Certified teachers and those involved in the endorsement competencies panels. Based on modifications the Board makes at the September meeting, more information could be collected from practitioners in the form of a survey.

INVITED DISTRICT PANEL DISCUSSION: NCLB "HIGHLY-QUALIFIED" REQUIREMENTS AND PROCESSES FOR TEACHERS TO ADD ENDORSEMENTS

District Panel

Suellen White, from Easton School District
Fred Yancey, from Mary M. Knight School District
Joel Aune, from Colfax School District
Stephen Smedley from Tenino School District

Superintendents from rural districts participated in a panel to discuss the No Child Left Behind (NLCB) requirement of “highly qualified teachers and the proposed process for current teachers to add endorsements. Appreciation was expressed to the PESB for looking into this issue. Many districts are faced with teachers who hold K-12 certificates and will be retiring in a few years or have teachers teaching subjects outside of their endorsement areas. The NLCB requirements will restrict the ability of the superintendents to move teachers around to fill gaps. Each superintendent stressed the need for flexibility with any plan that is chosen.

Higher Education Panel

Scott Coleman, Evergreen State College

Melissa Rickey, Antioch

Van Hutton, Seattle University

Carol Merz, University of Puget Sound

Jerry Logan, Eastern Washington University

Bill Jordan, Washington State University

Doug Lameroux, Pacific Lutheran University

Lila Henderson-Leonard, Antioch

Each member of the higher education panel was given a chance to speak to the Board about teachers adding endorsements through the proposed process. Key points made during the discussions include:

1. Flexibility is crucial;
2. Continued communication will be critical so every one knows and understands what process to follow;
3. There needs to be some form of affirmation of qualifications without invalidating certificates. Teachers with standard certificates cannot earn an endorsement without losing their certificate;
4. Someone may have the knowledge but not the skills to teach, higher education provides experiences in the classrooms to learn how to teach a subject;
5. A definition of what should be in a portfolio would be helpful;
6. The pedagogy assessment may provide additional evidence that someone is competent to teach; and
7. Record keeping is going to be an issue

EXECUTIVE DIRECTOR REPORT

Alternative Route Programs

- In mid-June we received authorization from the Legislature to operate alternative route programs for the next two years with the passage of SB 6052.
- We will begin to explore the expansion of the alternative route programs into the ESD 101 and ESD 105 regions during the 2005 fiscal year.
- We are looking for alternative forms of funding through use of ESEA money, Title II money, or other forms of financial aid.
- Most programs have enrolled their candidates and have started their programs. They should be sending back the assurances forms to our office soon.

- By early August we should know whether we are going to receive grant money from the Fund for Improvement of Postsecondary Education (FIPSE). We received a call about our proposal to inform us they will not be funding the stipend portion of our proposal because they do not provide financial aid. However, they will still consider the remainder of our proposal.

State Board Requests

The State Board has asked that we look at online delivery offerings for educator preparation. The executive committee will look at this request and attempt to fit it into our agenda in the next few months.

In June, Jennifer Wallace and Helen Nelson-Throssell presented the PESB's professional certificate recommendations to the State Board of Education (SBE). PESB members received a chart in their packet from Larry Davis that outlines potential SBE responses and planned action related to the PESB professional certificate recommendations.

Vacancies & New PESB Member Positions

With the passage of SB 6092, a paraeducator will be added to the membership of the Board without removing the citizen position. The goal of the Legislature was to have a paraeducator voice on the Board, but not to change the mission or charge of the PESB.

Jennifer has been in contact with the Governor's office about the vacancies. She has contacted nominees for the teacher, and paraeducator positions.

ESA WORKGROUP

The work group has continued to meet. A page is up on the OSPI website with information on what is happening. The group is trying to wrap up their work soon.

OSPI CONTINUING EDUCATION WORKGROUP

Each member received a copy of the RFP issued by OSPI. Seven districts submitted their applications for the pilot and were approved. OSPI is in the process of setting up orientation meetings with each district in September and October.

EXECUTIVE SESSION

The Board adjourned for an executive session to discuss personnel issues.

NEXT MEETING

The next meeting of the PESB is scheduled in Lacey, Washington for September 30, 2003 followed by the invitational policy forum scheduled for October 1, 2003.